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ABSTRACT

A study analyzed the evaluation orientations of 888 participants in Kentucky's week-long Management Awareness Workshop for state-employed managers who have occupied a management position for approximately 5-6 months. Analyses of responses to a self-administered mail questionnaire indicated 74.6 percent of respondents were encouraged by their supervisor to take the training. The sample was 96.3% white and 69.6% male. Respondents felt most workshop objectives had been accommodated. All thought two objectives---to increase insight into managerial behavior and its effect on others and to increase understanding of leadership styles--were best accommodated. The majority of respondents reported moderate to strong benefits from what was learned. Nonwhite respondents reported the strongest perceived benefits. Respondents' suggestions indicated an awareness among Kentucky state managers that being a manager required the acquisition of a set of specific skills that may or may not be related to their previous professional training. Many open-ended responses were addressed toward the problem of coping with the political involvement in the public sector. (YLB)

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# PROFESSIONAL DEVELOPMENT WORKSHOPS FOR STATE PUBLIC MANAGERS: An analysis of the evaluative orientations of participants*

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BJ Rose

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# I

# INTRODUCTION

The demand for continuing education among state public administrators is growing. Institutionalized responses to this demand has resulted in the emergence of a wide variety of programs both within and outside of public agencies (Mohapatra et. al., 1990). This report deals with a short workshop program specifically designed for state administrators in the Commonwealth of Kentucky. The primary focus of this paper is upon the Evaluative Orientations of Past Participants. This centralized concern about the participants arises out of the need to focus on the perceived benefits derived by public managers.

# II

# PROGRAMMATIC RESPONSE OF THE COMMONWEALTH OF KENTUCKY TO MANAGEMENT DEVELOPMENT

The commonwealth of Kentucky has systematically developed management training programs for state employees. Some of these are specifically developed for both pre- and in-service managerial personnel.

Kentucky state sponsored management training began in 1980 with the establishment of the Department of Career Training. Later this department was downgraded to become a division in the Kentucky Department of Personnel. Eventually, this organization was to become a free standing organization called the Governmental Services Center at Kentucky State University (GSC). GSC is overseen by the Governmental Services Center Authority. The authority consists of five (5) individuals, and is chaired by the president of Kentucky State University. Authority members are chosen from university faculty and incumbent state employees.

GSC has the statutory responsibility to provide and to authorize training and employee development for all state employees. Its program is comprised of mandatory management training, skills, computer, general development workshops, management consultation, assessment services and career manager manager development.

A mandatory curriculum combining management philosophies, systems and skills is provided to all management and supervisory personnel. Presently these include the following workshops and program.

- New Manager Course
- Management Awareness Workshop
- Organizational Leadership Course

- Kentucky Career Manager Program (KCM)

The New Manager Course and Management Awareness Workshop are mandatory for all individuals ascending to any management or supervisory position in Kentucky State Government. Individuals that are selected to become managers, or individuals recently appointed to management positions attend this workshop as soon as a vacancy occurs. The Management Awareness Workshop is attended by managers that have occupied a management position for approximately five to six months. Attendance in the Organizational Leadership Course is required at a later date.

Only the KCM program is elective. KCM is a structured comprehensive program leading to certification by the Career Public Managers Consortium (CPM).

Through the leadership of GSC, Kentucky state government is providing important practical management training necessary for efficient bureaucratic management.

## III

## RESEARCH OBJECTIVES AND DATA SOURCES

The major goal of this paper is to analyze the Evaluation Orientations of participants that have participated in the Management Awareness Workshop. Specifically answers will be sought to the following questions.

1. How did the management participants evaluate the objectives of the Management Awareness Workshop?
2. What direct benefits were perceived by the participants as the result of attending the Management Awareness Workshop?
3. What were some systematic suggestions by the participants about the improvement of the Management Awareness Workshop?
4. What are the implications of this evaluative data?

The primary data source for this paper is a National Science Foundation supported survey research project (RII 87040-15) at Kentucky State University (KSU). The School of Public Affairs at KSU was involved in a collaborative research project with GSC from 1987 to 1990. GSC is the training and consulting arm of Kentucky state government. Its mission is to offer, authorize, and sustain employee training in management, general development and computer skills. One of the training programs offered by GSC is a 37-hour managerial training program, entitled Management Awareness. A random sample of managers who have completed this program represent a segment of the respondents to that study. A random sample of 1,500 trained managers and a control group sample of 1,500 untrained managers was surveyed by this research effort. The primary purpose of this comprehensive study of state administators was to assess their needs and to identify the evaluative orientation of the administrators who have completed the managerial training since 1981.

The survey instrument used was designed as a self administered mail survey questionnaire. It is a 38 item comprehensive questionnaire with both closed-ended open-ended items. Closed-ended items each utilized a Likert scale. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information. The three wave mail survey resulted in 1,471 responses or 49% of 3,000 questionnaires mailed. This paper is based on that data. Table 1 presents a general profile of public managers that participated in the survey.

**Table 1**
**General Profile of All Survey Participants***

**Gender (N=1,405)**

| | |
|---|---|
| Male | 69.6% |
| Female | 30.4% |
| Total | 100.0% |

**Ethnicity(1,409)**

| | |
|---|---|
| White | 96.3% |
| Non-white | 3.7% |
| Total | 100.0% |

**Managerial Training (N = 1,457)**

| | |
|---|---|
| Completed Mgt. Training | 60.5% |
| Did not complete | 38.5% |
| Total | 100.0% |

**Age distribution (N = 1,372)**

| | |
|---|---|
| Below 25 | 4.4% |
| 26-35 | 33.5% |
| 36-49 | 39.9% |
| 50 and over | 22.2% |
| Total | 100.0% |

**Seniority in state govt. (N = 1,413)**

| | |
|---|---|
| 5 years and less | 9. 1% |
| 6-10 years | 16. 1% |
| 11-21 years | 52.4% |
| 21 years or more | 22.3% |
| Total | 100.0% |

**Educational background (N = 1,423)**

| | |
|---|---|
| High school and below | 11. 8% |
| Some college education | 17.2% |
| College degree (BA/BS) | 39.6% |
| Graduate degree | 31. 1% |
| Total | 100.0% |

**Job description (1,463)**

| | |
|---|---|
| Adminis/professional | 46.3% |
| Clerical | 4.6% |
| Supervisory | 23.2% |
| Law enforcement | 12.3% |
| Mixed category | 6. 7% |
| Total | 100.0% |

**Type of organization (N = 1,380)**

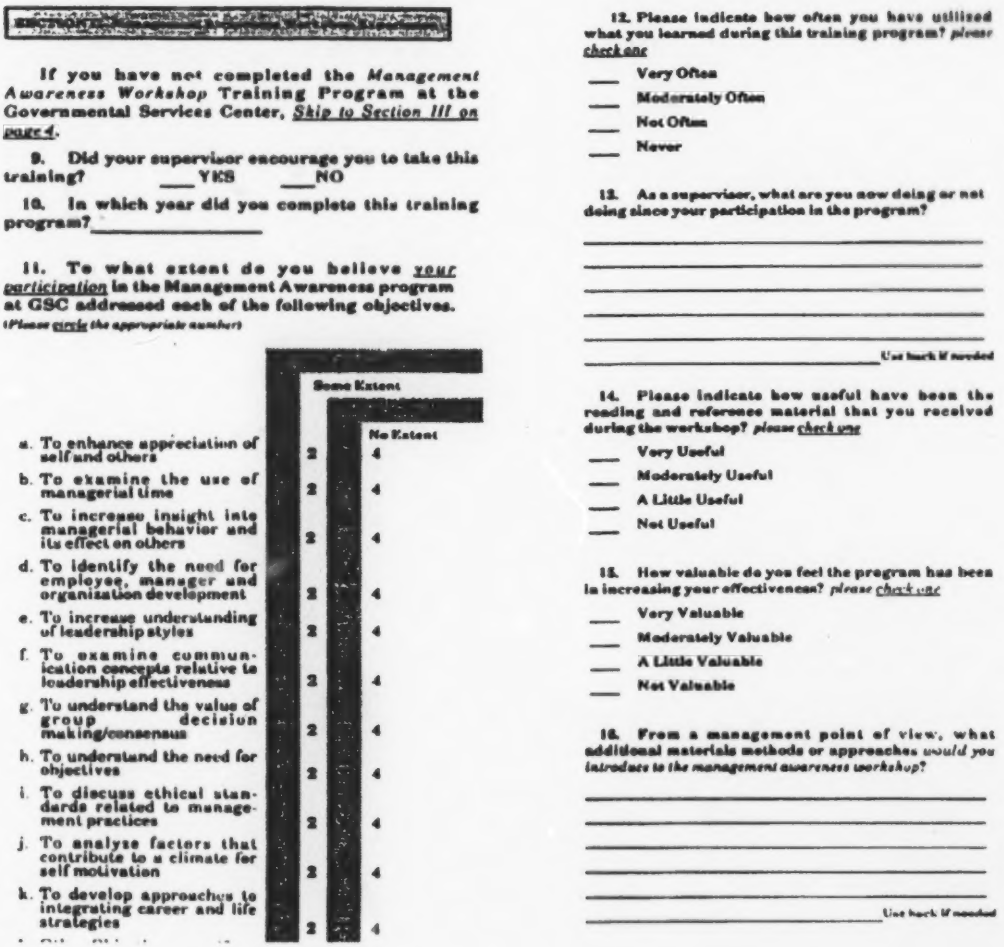
| | |
|---|---|
| Data/paper oriented | 23.8% |
| People/service oriented | 71. 1% |
| Machine/prod. oriented | 5. 1% |
| Total | 100.0% |

*N size under different categories varies due to the exclusion of non-response cases. Totals in certain categories do not add up to 100% due to rounding error.

Only those responses for managers that had attended the week long Management Awareness Workshop are used for this analysis. For the purposes of this study a manager is defined as anyone that supervises two (2) or more employees.

The specific data analyzed for this paper are responses to the items in Section II of the self administered questionnaire that was especially designed for those managers having completed the Management Awareness Workshop (see Figure 1).

**Figure 1**
**Management Awareness Workshop Experience Items**



If you have not completed the *Management Awareness Workshop* Training Program at the Governmental Services Center, Skip to Section III on page 4.

9. Did your supervisor encourage you to take this training? ___YES ___NO

10. In which year did you complete this training program?_____

11. To what extent do you believe your participation in the Management Awareness program at GSC addressed each of the following objectives. (Please circle the appropriate number)

| | Some Extent | | No Extent |
|---|---|---|---|
| a. To enhance appreciation of self and others | 2 | | 4 |
| b. To examine the use of managerial time | 2 | | 4 |
| c. To increase insight into managerial behavior and its effect on others | 2 | | 4 |
| d. To identify the need for employee, manager and organization development | 2 | | 4 |
| e. To increase understanding of leadership styles | 2 | | 4 |
| f. To examine communication concepts relative to leadership effectiveness | 2 | | 4 |
| g. To understand the value of group decision making/consensus | 2 | | 4 |
| h. To understand the need for objectives | 2 | | 4 |
| i. To discuss ethical standards related to management practices | 2 | | 4 |
| j. To analyze factors that contribute to a climate for self motivation | 2 | | 4 |
| k. To develop approaches to integrating career and life strategies | 2 | | 4 |

12. Please indicate how often you have utilized what you learned during this training program? *please check one*

___ Very Often
___ Moderately Often
___ Not Often
___ Never

13. As a supervisor, what are you now doing or not doing since your participation in the program?

_____
_____
_____
_____
_____
_____Use back if needed

14. Please indicate how useful have been the reading and reference material that you received during the workshop? *please check one*

___ Very Useful
___ Moderately Useful
___ A Little Useful
___ Not Useful

15. How valuable do you feel the program has been in increasing your effectiveness? *please check one*

___ Very Valuable
___ Moderately Valuable
___ A Little Valuable
___ Not Valuable

16. From a management point of view, what additional materials methods or approaches *would you introduce to the management awareness workshop*?

_____
_____
_____
_____
_____
_____Use back if needed

## IV

## DATA ANALYSES

As shown in Figure 1, respondents that had completed the Management Awareness Workshop were asked to to indicate whether or not their supervisor encouraged them to take the training. To this question 74.6% responded in the affirmative and only 25.4% responded in the negative. Thus, it seems that the management culture in Kentucky state government is pro- training. Table 2 below contains the demographics of workshop participants.

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**Table 2**
**Workshop Participant Demographics***

| | | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| **GENDER** | | | | | |
| MALE | | 603 | 67.9 | 70.9 | 70.9 |
| FEMALE | | 248 | 27.9 | 29.1 | 100.0 |
| MISSING | | 37 | 4.2 | Missing | |
| TOTAL | | 888 | 100.0 | 100.0 | |
| **ETHNIC ORIGIN** | | | | | |
| WHITE | 823 | 92.7 | 95.8 | 95.8 | |
| BLACK | 36 | 4.0 | 3.9 | 100.0 | |
| MISSING | | 29 | 3.3 | Missing | |
| TOTAL | | 888 | 100.0 | 100.0 | |
| **GRADUATION YEAR** | | | | | |
| 1982 | | 62 | 7.0 | 13.4 | 13.4 |
| 1983 | | 84 | 9.5 | 18.2 | 31.6 |
| 1984 | | 101 | 11.4 | 21.9 | 53.5 |
| 1985 | | 55 | 6.2 | 11.9 | 65.4 |
| 1986 | | 58 | 6.5 | 12.6 | 77.9 |
| 1987 | | 64 | 7.2 | 13.9 | 91.8 |
| 1988 | | 38 | 4.3 | 8.2 | 100.0 |
| MISSING | | 426 | 48.0 | Missing | |
| TOTAL | | 888 | 100.0 | 100.0 | |

*N size under different categories varies due to the exclusion of non-response cases. Totals in certain categories do not add up to 100% due to rounding error.

As indicated in Table 2, the ethnic and gender profile of the participants generally reflects that of the total sample (see Table 1). This indicates that the sample is white and male dominated. Almost half of the workshop participants chose not to respond to the year of training. Of those that responded to this item, 53.5% indicated they had attended the workshop during or before 1984.

**Evaluation of Workshop Objectives**

Question 11 on the questionnaire contains 11 items specifying the major objectives of the Management Awareness Workshop (see Figure 1). Table 3 contains the aggregated responses of the participants.

**Table 3**
**Managers Evaluations of the Management Awareness Workshop Objectives**

| Training Objectives | Rating | All N/% | WHITE N/% | NON-WHITE N/% | MALE N/% | FEMALE N/% |
|---|---|---|---|---|---|---|
| To enhance appreciation of self and others | Great Extent | 185 | 167 | 13 | 112 | 62 |
| | | 31.4 | 30.0 | 54.2 | 28.4 | 34.8 |
| | Some Extent | 340 | 327 | 10 | 232 | 104 |
| | | 57.6 | 58.8 | 41.7 | 58.7 | 58.4 |
| | Little Extent | 60 | 58 | 0 | 48 | 10 |
| | | 10.2 | 10.4 | 0.0 | 12.2 | 5.6 |
| | No Extent | 5 | 4 | 1 | 3 | 2 |
| | | .8 | .7 | 4.2 | .8 | 1.1 |
| | Total | 590 | 556 | 24 | 395 | 178 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table continues on next page

| Training Objectives | Rating | All N/% | WHITE N/% | NON-WHITE N/% | MALE N/% | FEMALE N/% |
|---|---|---|---|---|---|---|
| Examine the use of managerial time | Great Extent | 243 | 223 | 14 | 154 | 76 |
| | | 41.3 | 40.3 | 58.3 | 39.1 | 42.9 |
| | Some Extent | 281 | 269 | 8 | 194 | 84 |
| | | 47.8 | 48.6 | 33.3 | 49.2 | 47.5 |
| | Little Extent | 56 | 54 | 1 | 40 | 15 |
| | | 9.5 | 9.8 | 4.2 | 10.2 | 8.5 |
| | No Extent | 8 | 7 | 1 | 6 | 2 |
| | | 1.4 | 1.3 | 4.2 | 1.5 | 1.1 |
| | Total | 588 | 55 | 24 | 394 | 177 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Increase insight into managerial behavior and its effect on others | Great Extent | 304 | 281 | 16 | 187 | 104 |
| | | 51.3 | 50.4 | 66.7 | 46.9 | 58.8 |
| | Some Extent | 247 | 237 | 7 | 179 | 65 |
| | | 41.7 | 42.5 | 29.2 | 44.9 | 36.7 |
| | Little Extent | 38 | 37 | 0 | 29 | 8 |
| | | 6.4 | 6.6 | 0.0 | 7.3 | 4.5 |
| | No Extent | 4 | 3 | 0 | 1 | 4 |
| | | .7 | .5 | 0.0 | 4.2 | 1.0 |
| | Total | 593 | 558 | 24 | 399 | 177 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Identify the need for employee, manager and organization develop. | Great Extent | 226 | 204 | 16 | 152 | 64 |
| | | 38.6 | 37.0 | 69.6 | 38.6 | 36.6 |
| | Some Extent | 279 | 272 | 5 | 186 | 89 |
| | | 47.6 | 49.3 | 21.7 | 47.2 | 50.9 |
| | Little Extent | 71 | 68 | 1 | 49 | 20 |
| | | 12.1 | 12.3 | 4.3 | 12.4 | 11.4 |
| | No Extent | 10 | 8 | 1 | 7 | 2 |
| | | 1.7 | 1.4 | 4.3 | 1.8 | 1.1 |
| | Total | 586 | 552 | 23 | 394 | 175 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Increase understanding of leadership styles | Great Extent | 319 | 298 | 17 | 203 | 107 |
| | | 54.2 | 53.9 | 68.0 | 51.4 | 60.5 |
| | Some Extent | 220 | 209 | 8 | 156 | 59 |
| | | 37.4 | 37.8 | 32.0 | 39.5 | 33.3 |
| | Little Extent | 44 | 40 | 0 | 31 | 10 |
| | | 7.5 | 7.2 | 0.0 | 7.8 | 5.6 |
| | No Extent | 6 | 6 | 0 | 5 | 1 |
| | | 1.0 | 1.1 | 0.0 | 1.3 | .6 |
| | Total | 589 | 553 | 25 | 395 | 177 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Examine communication concepts relative to leadership effect. | Great Extent | 222 | 202 | 15 | 131 | 80 |
| | | 38.0 | 36.8 | 62.5 | 33.2 | 46.2 |
| | Some Extent | 287 | 277 | 8 | 208 | 76 |
| | | 49.1 | 50.5 | 33.3 | 52.8 | 43.9 |
| | Little Extent | 67 | 63 | 0 | 48 | 16 |
| | | 11.5 | 11.5 | 0.0 | 12.2 | 9.2 |
| | No Extent | 8 | 7 | 1 | 7 | 1 |
| | | 1.4 | 1.3 | 4.2 | 1.8 | .6 |
| | Total | 584 | 549 | 24 | 394 | 173 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table continues on next page

| Training Objectives | Rating | All | WHITE | NON-WHITE | MALE | FEMALE |
|---|---|---|---|---|---|---|
| | | N/% | N/% | N/% | N/% | N/% |
| Understand value of group decision making/consensus | Great Extent | 221 | 205 | 11 | 144 | 70 |
| | | 37.6 | 37.1 | 45.8 | 36.5 | 40.0 |
| | Some Extent | 275 | 263 | 9 | 184 | 84 |
| | | 46.8 | 47.6 | 37.5 | 46.6 | 48.0 |
| | Little Extent | 83 | 76 | 4 | 62 | 18 |
| | | 14.1 | 13.8 | 16.7 | 15.7 | 10.3 |
| | No Extent | 8 | 8 | 0 | 5 | 3 |
| | | 1.4 | 1.4 | 0.0 | 1.3 | 1.7 |
| | Total | 587 | 552 | 24 | 395 | 175 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Understand need for objectives | Great Extent | 241 | 227 | 11 | 166 | 65 |
| | | 41.3 | 41.3 | 45.8 | 42.0 | 37.6 |
| | Some Extent | 262 | 246 | 11 | 175 | 82 |
| | | 44.9 | 44.7 | 45.8 | 44.3 | 47.4 |
| | Little Extent | 69 | 66 | 1 | 46 | 22 |
| | | 11.8 | 12.0 | 4.2 | 11.6 | 12.7 |
| | No Extent | 12 | 11 | 1 | 8 | 4 |
| | | 2.1 | 2.0 | 4.2 | 2.0 | 2.3 |
| | Total | 584 | 550 | 24 | 395 | 173 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Discuss ethical standards related to management practices | Great Extent | 141 | 128 | 9 | 89 | 41 |
| | | 24.1 | 23.2 | 37.5 | 22.6 | 23.3 |
| | Some Extent | 275 | 264 | 8 | 188 | 83 |
| | | 47.0 | 47.8 | 33.3 | 47.8 | 47.2 |
| | Little Extent | 145 | 138 | 5 | 102 | 42 |
| | | 24.8 | 25.0 | 20.8 | 26.0 | 23.9 |
| | No Extent | 24 | 22 | 2 | 14 | 10 |
| | | 4.1 | 4.0 | 8.3 | 3.6 | 5.7 |
| | Total | 585 | 552 | 24 | 393 | 176 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Analyze factors that contribute to a climate for self-motivation | Great Extent | 173 | 156 | 14 | 112 | 54 |
| | | 29.7 | 28.5 | 58.3 | 28.7 | 30.7 |
| | Some Extent | 293 | 281 | 5 | 195 | 88 |
| | | 50.3 | 51.3 | 20.8 | 50.0 | 50.0 |
| | Little Extent | 96 | 92 | 3 | 71 | 25 |
| | | 16.5 | 16.8 | 12.5 | 18.2 | 14.2 |
| | No Extent | 21 | 19 | 2 | 12 | 9 |
| | | 3.6 | 3.5 | 8.3 | 3.1 | 5.1 |
| | Total | 583 | 548 | 24 | 390 | 176 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Develop approaches to integrating career and life strategies | Great Extent | 101 | 90 | 9 | 69 | 28 |
| | | 17.6 | 16.6 | 40.9 | 17.9 | 16.3 |
| | Some Extent | 258 | 245 | 8 | 171 | 80 |
| | | 45.0 | 45.3 | 36.4 | 44.4 | 46.5 |
| | Little Extent | 176 | 170 | 4 | 122 | 50 |
| | | 30.7 | 31.4 | 18.2 | 31.7 | 29.1 |
| | No Extent | 38 | 36 | 1 | 23 | 14 |
| | | 6.6 | 6.7 | 4.5 | 6.0 | 8.1 |
| | Total | 753 | 541 | 22 | 385 | 172 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

The results shown in table 3 indicate that overall the participating managers thought most of the objectives of the workshop had somewhat been accommodated. In most instances non-white and female participants reported more favorable responses than did their male counterparts. The only

exception being the responses to the "To understand the need for objectives" objective. For this objective, male participants reported a more favorable response than did the female participants, but their rating was still lower than that for the non-white participants.

Two objectives - "To increase insight into managerial behavior and its effect on others"; and "To increase understanding of leadership styles" were thought by all as being best accommodated. The exercises related to each of these objectives involve instrumentation, and one , the managerial behavior objective, involves feedback from each participant's subordinates. The novelty of these exercises may have been viewed as refreshing interludes in what is a very busy week.

The two objectives that these participants reported thinking least accommodated were; "To discuss ethical standards related to management practices", and "To develop approaches to integrating career and life strategies." These reactions may not be surprising since the imposition of one individual's ethics on another often causes strong argument and little consensus, furthermore the notion of integrating career and life strategies may seem to some as an act subordinating one's private life to the market place. Perhaps, these two objectives are not appropriate for discussion objectives in a short workshop.

In summary most of the workshop objectives were thought to have been accommodated by the responding participants. The fact that ratings of "some extent" were reported more often than "great extent" may attest more to the workshop length rather than its overall quality. This notion finds support in the long waiting lists of individuals seeking additional management training at GSC.

**Perceived Benefits**

Items 12, 14 and 16 as the respondents to rate the usefulness of what was learned during the workshop (see figure 1). Table 4 below contains the aggregated results to these items.

**Table 4**
**Perceived Benefits**

| Benefit Item | Rating | ALL | WHITE | NON-WHITE | MALE | FEMALE |
|---|---|---|---|---|---|---|
| | | N/% | N/% | N/% | N/% | N/% |
| Indicate how often you have utilized what you learned during the training | Very Often | 136 | 123 | 10 | 87 | 44 |
| | | 23.5 | 22.6 | 41.7 | 22.5 | 25.1 |
| | Moderately | 363 | 345 | 13 | 251 | 103 |
| | | 62.7 | 63.3 | 54.2 | 64.9 | 58.9 |
| | Not Often | 73 | 71 | 0 | 44 | 26 |
| | | 12.6 | 13.0 | 0.0 | 11.4 | 14.9 |
| | Never | 7 | 6 | 1 | 5 | 2 |
| | | 1.2 | 1.1 | 4.2 | 1.3 | 1.1 |
| | Total | 579 | 545 | 24 | 387 | 175 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Indicate how useful have been the reading & reference material you received during the workshop | Very Useful | 121 | 107 | 10 | 77 | 39 |
| | | 20.8 | 19.5 | 43.5 | 19.6 | 22.5 |
| | Moderately | 268 | 251 | 12 | 185 | 75 |
| | | 46.0 | 45.7 | 52.2 | 47.2 | 43.4 |
| | Little Useful | 162 | 159 | 1 | 109 | 49 |
| | | 27.8 | 29.0 | 4.3 | 27.8 | 28.3 |
| | Not Useful | 32 | 32 | 0 | 21 | 10 |
| | | 5.5 | 5.8 | 0.0 | 5.4 | 5.8 |
| | Total | 583 | 549 | 23 | 392 | 173 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table continues on next page

| Benefit Item | Rating | ALL | WHITE | NON-WHITE | MALE | FEMALE |
|---|---|---|---|---|---|---|
| | | N/% | N/% | N/% | N/% | N/% |
| How valuable do you feel the program has been in increasing your effectiveness? | Very Val. | 146 | 133 | 10 | 90 | 50 |
| | | 25.1 | 24.3 | 45.5 | 22.8 | 29.8 |
| | Moderately | 311 | 294 | 10 | 223 | 79 |
| | | 53.5 | 53.6 | 45.5 | 56.5 | 47.0 |
| | Little Val. | 100 | 99 | 1 | 65 | 34 |
| | | 17.2 | 18.1 | 4.5 | 16.5 | 20.2 |
| | Not Val. | 24 | 22 | 1 | 17 | 5 |
| | | 4.1 | 4.0 | 4.5 | 4.3 | 3.0 |
| | Total | 581 | 548 | 22 | 395 | 168 |
| | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

As can be seen in table 4, the majority of the respondents reported moderate to strong benefits from what was learned during the week long Management Awareness Workshop. Non-White respondents reported the strongest perceived benefits.

**Participant Suggestions**

Item 13 on the questionnaire (see figure 1) requested statements about what the respondents were doing differently since participating in the Management Awareness Workshop. There was a dearth of responses to this item. However, of the few responses that were made to this item are summarized as follows.

- Better able to resist demands by legislators to appoint specific individuals.
- Better able to sell the legislative body on the value of existing programs and on future benefits possible from funding increases.
- Better able to cope with program cuts, hiring freezes, and disparaging personal verbal assaults.
- Better able to cope with the program managers giving goals to field units without requesting input form field units.
- Better able to get the Frankfort staff to actively seek information first hand about field employee attitude and morale.

Item 16 on the questionnaire (see figure 1) requested suggestions for any additional materials, methods or approaches that might be introduced to the workshop. The following responses are representative of the many suggestions given for this item.

- The training should be geared to realistic situations realizing managers have very little personnel management control.
- Tailor training to specific user groups (e.g., tax administrator, educators, health services).
- Needs to be expanded to the community colleges around the state so managers away from Frankfort could attend the workshops.
- The programs are good, but in my opinion too much information is scheduled for the length of the sessions.
- Require cabinet secretaries and department commissioners to attend training so they know what employees have to deal with.
- Management in government is not the same as management in the private sector. This was not well addressed during my time at GSC. The technique is totally different and should be approached as such.

The comments above seem to be somewhat of a wish list. Unfortunately, the political element of public sector management often negates the benefits that are derived from training/education in the

private sector (e.g., promotion, freedom of decision making). Consequently, management in the public sector must deal with apathy of the sort stated in the following comment.

- "I'm afraid this program too many times gets peoples hopes up and leaves them all dressed up with no where to go. As in my case I have been in the same job title for over 14 years and the next move will have to be political related. However, until politics are right I must watch as some unqualified, inexperienced ya-hoo, possibly an alcoholic (or equal) but a good friend of a politician gets a job that I have trained and worked for over the years."

## V
## Implications of the Data

If the responses collected during this study reflect genuine attitudes, then it would seem that short workshops such as the Management Awareness Workshop can play an important role in the quality of public sector management. This data supports this notion to the degree that can be realistically expected. The fact that in most cases the respondents reported that the workshop at least moderately well addressed important management objectives, and that what was learned during the week long training session was somewhat beneficial in their roles as public managers should be reason to continue conducting such exercises. In addition many of the suggestions indicate an awareness among Kentucky state managers that being a manager does indeed require the acquisition of a set of specific skills that may or may not be related to their previous professional training. Many of the open ended responses were addressed toward the problem of coping with the political involvement in the public sector. This is a topic that is not being addressed by the Management Awareness Workshop, and probably, is not being addressed by many other public management training workshops. If it is important that government agencies provide quality services, then short term workshops seem to play, as measured by these data, a vital role in this process.

## References

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